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ABSTRACT

The Awards for Excellence in Internationalization program sponsored by Scotiabank and the Association of Universities and Colleges of Canada grants awards to university programs that have been undertaken to prepare Canada's future leaders to excel in a globalized environment. The 34 submissions in 2002 are described in this report. These submissions show that Canadian universities are taking an increasingly innovative, strategic, and sustainable approach to integrating an international dimension into their teaching, research, and community outreach. The first category of programs, "Broadening the Student Experience," describes programs that help student gain greater international knowledge and cultural perspectives. The second category, "Maximizing the Contribution of Research to Internationalization," shows how research carried out with international partners is influencing the institution's internationalization process. The third category, "Enhancing Internationalization through Support for Communities," describes efforts in which cooperation with local, national, and international partners affects the institution's overall internationalization efforts. Each program description contains an overview, a discussion of the program's contribution to internationalization, and contact information. (SLD)



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TOWARDS A MORE GLOBAL CAMPUS

INTERNATIONALIZATION INITIATIVES OF CANADIAN UNIVERSITIES 2002

Based on submissions to the
2002 Scotiabank-AUCC Awards for Excellence
in Internationalization Program

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TOWARDS A MORE GLOBAL CAMPUS

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CATEGORIES FOR 2002 AWARDS FOR EXCELLENCE IN INTERNATIONALIZATION:

Broadening the student experience:

how students are gaining greater international knowledge and cultural perspectives.

Maximizing the contribution of research to internationalization:

how research carried out with international partners is influencing the institution's internationalization process.

Enhancing internationalization through support for communities:

how cooperation with local, national and international partners is affecting the institution's overall internationalization efforts.

AUCC represents Canadian universities at home and abroad.
Its mandate is to foster and promote the interests of higher education.

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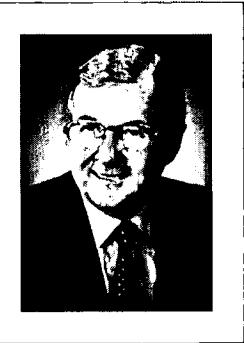
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Note: Many of the profiles of initiatives in this publication refer to CIDA. That acronym stands for the Canadian International Development Agency.

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Dear Friends,

We take great pleasure in sponsoring the Scotiabank-AUCC Awards for Excellence in Internationalization. This unique awards program plays an important part in recognizing the tremendous value of an education that encourages international collaboration among universities in Canada and abroad. Such a partnership provides invaluable opportunities to foster meaningful dialogue, greater cooperation and international understanding.

As Canada's most international bank, with operations in more than 50 countries around the world, Scotiabank recognizes the value of the breadth of knowledge and experience that comes from a workforce immersed in different countries and cultures.

In a global economy, people are our greatest assets. As centres of excellence, colleges and universities highlight the importance of international perspectives and a global network. Clearly, it is in our interests that our academic institutions, private enterprise and Canada as a whole continue to work together to make an enduring difference to the world we live in.

We would like to extend our congratulations to all of this year's participants and to the Association of Universities and Colleges of Canada for renewing their efforts to prepare our students for the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Peter C. Godsoe". The signature is fluid and cursive, with "Peter" on the left and "C. Godsoe" on the right.

Peter C. Godsoe
Chairman and Chief Executive Officer,
Scotiabank



Dear reader,

For a fifth time, AUCC is very proud to be a partner in the Scotiabank-AUCC Awards for Excellence in Internationalization. It is a great pleasure to highlight the impressive initiatives undertaken by Canadian universities to prepare Canada's future leaders to excel in a globalized environment.

The 34 submissions described in this booklet are testimony to the fact that Canadian universities are taking an increasingly innovative, strategic and sustainable approach to integrating an international dimension into their teaching, research and community outreach activities. Initiatives to broaden students' international experience are growing more multifaceted as programs combine international courses, language training, overseas experience and campus outreach. Projects in research collaboration with international partners increasingly involve both undergraduate and graduate students, enriching all aspects of their learning experience. The knowledge and experience gained through outreach to communities, whether Canadian or overseas, are invigorating the Canadian campus in the form of new courses, research projects and partnerships.

AUCC commends Canadian universities for their on-going internationalization efforts. We are committed to continuing our support of their progress through our advocacy, research and information-sharing activities.

Recipients of these institutional awards are chosen every two years by a panel of distinguished individuals whose names appear on the first page. As in the past, ceremonies will be held on the winning campuses so that the local community, staff, faculty and students can share in the celebration. Representatives of the winning institutions will also be honoured at an awards gala to be held in Ottawa on October 23, 2002.

I wish to thank all of the members of the selection panel for their contribution, and Scotiabank for its participation in this joint awards for excellence program.

I hope you will be inspired by these examples of Canadian universities striving for internationalization.

Sincerely,

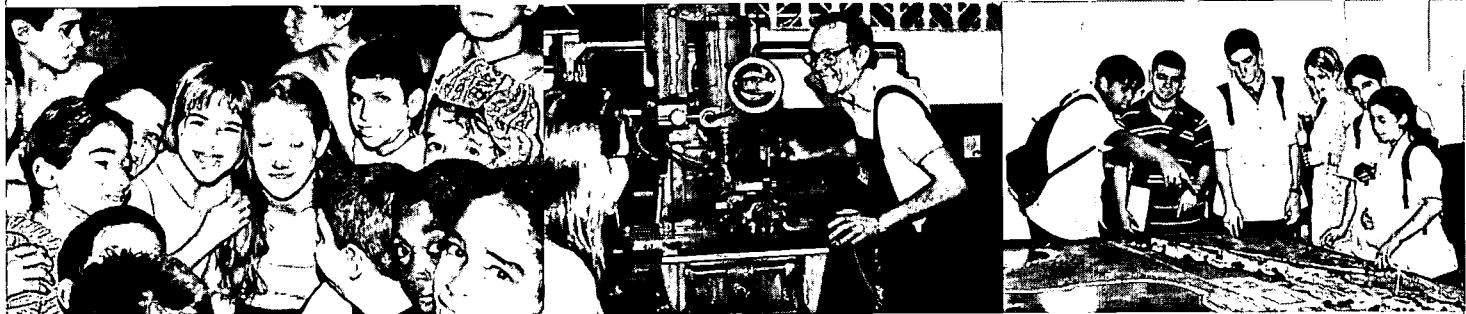
A handwritten signature in black ink, appearing to read "Robert J. Giroux".

Robert J. Giroux
President,
Association of Universities and Colleges of Canada



CATEGORY 1

BROADENING THE STUDENT EXPERIENCE



winner

The Dalhousie University Collaborative Project in Cuba

Overview

Collaborative education brings institutions together, sharing resources and visions to extend the reach of both students and faculty. Experiential learning puts students in an environment where they can learn hands-on, testing ideas and theories in the field rather than simply in the classroom. In partnership with the Facultad Latinoamericana de Ciencias Sociales (the Latin American Faculty of Social Sciences, or FLACSO-Cuba), this program combines the best of both these educational models, in an international context.

Since its inception in 1997, the Dalhousie University Collaborative Project in Cuba has sent 72 upper level International Development Studies students to learn about Cuba's development model.

With two years of Spanish language training and a series of workshops to prepare them for the daily realities in Cuba, Dalhousie students are plunged into the heart of their studies. Students take intense language courses, live in local communities and work alongside Cuban researchers in the field, all opportunities to examine development initiatives first-hand during their four-month stay.

Bringing together students and faculty from the IDS and Spanish departments, research takes on a distinctly interdisciplinary approach, delving into the areas of political science, sociology, economics and cultural history.

Immersed in the Cuban development model, Dalhousie students are faced with the challenges and contradictions of international development. The students focus on one area of

★ A bond has been built.
The relationship between
Dalhousie and FLACSO
faculty has become more like
a friendship.

Ms. Marion MacKinnon,
administrator,
department of international
development studies

study, choosing from ongoing FLACSO faculty research projects in the fields of women and development, families, children and development, Cuban political process and rural cooperatives. Learning hands-on in a developing country context has led to greater job opportunities for participants following completion of the program with non-governmental organizations, both at home and abroad.

"Students are far more marketable after spending a semester abroad", says Marian MacKinnon, administrator of the department of international development studies.

Contribution to Internationalization

The product of extraordinary academic collaboration at the institutional and inter-institutional level, the program has become a model for other departments with respect to experiential learning in the field of international development.

"The IDS program has blossomed. This has helped to internationalize the campus because it has served as a model for other departments", notes Dr. John M. Kirk, Cuban specialist, Spanish and IDS departments.

One innovative aspect of this learning and teaching model is its creative financing which sustains international faculty exchanges; the cost of bringing one Cuban faculty member to Dalhousie each year is deducted from participating students' fees. Teaching and research exchanges like these have helped nurture a very real level of *confianza* between the Cuban and Canadian institutions.

This trust between Cuban and Canadian participants is crucial to ongoing partnerships, and creates a campus environment that has more interest in things Cuban than any other place in Canada.

"A great difference is also felt in the classroom", says Dr. David Black, chair of the department of international development studies; "These exchanges make an enormous difference to the level of interest and commitment that students feel for their studies," he says, adding that students' personal experiences gained in Cuba "bring their studies to life."

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Jury Comment

The jury was impressed by the high level of sustainability of the project through its innovative approach to financing and the voluntary involvement of faculty and staff, which reduces the reliance on funding. They commended the program's strong language component and noted that the program offers a useful model for experiential learning already being replicated by other departments and programs.

★ Every day was a learning experience from the professors in our classes to the Cubans out on the streets; through every interaction my mind expanded. The learning process extended far beyond the classroom and into peoples' home and their lives. Every day a new opinion would take shape and my whole thought process would begin to change and evolve...I began examining and questioning information in ways totally new and foreign to me.

Ms. Melissa Patterson,
1999 participant.

★ Students return with more sophisticated analytical tools, and often bring greater complexity to their fourth year of studies, skills that benefit classmates and professors.

Dr. David Black,
chair of the department
of international
development studies.



CATEGORY 1

BROADENING THE STUDENT EXPERIENCE



winner

The University of British Columbia's Global Resource Systems Program

Overview

Integrating science, languages and regional study, The University of British Columbia's Global Resource Systems Program allows students to get a sense of how science operates in the real world. Embracing the slogan "the world is your home...make yourself at home in the world", the program provides a global education in the applied sciences and combines language training, cultural studies courses and international experience to create a program that has an intrinsically international perspective.

Students specialize in a subject such as food and resource economics, as well as a region and therefore develop a greater understanding of agricultural and natural resource systems from an international and interdisciplinary

perspective. Students' field work in the area of their regional specialization is a central part of GRS. Incorporating studies and practical experience, students focus on Africa, Asia-Pacific, Europe or the Americas, taking courses in language, anthropology and cultural studies, economics, history, geography and political science before at least three months of work or study with non-governmental organizations and partner universities in the region of their choice. For example, a student's specialization in sustainable agriculture could lead to work on a conservation farm in Africa, or courses at a partner university in Central America. Students are required to have a working knowledge of the region's language and generally take at least two years of language courses before going abroad.

★ It has become essential for today's graduates to develop an international perspective and intercultural awareness. Our students study languages, take cultural courses and spend time learning, living and working in their region of specialization. This kind of international experience truly broadens students' outlook, and readies them for a lifetime of learning.

Dr. George Kennedy,
academic coordinator,
GRS Program.

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The only new resources used to create GRS were coordination and faculty advising time. Growing out of UBC's initiative to develop a new international stream in the Faculty of Agricultural Sciences, the GRS adopted a partnership approach, taking full advantage of UBC's international courses, the central Student Exchange Office for coordinating exchanges, and overseas partners to provide international learning opportunities. With no outside funding, students can choose to work or study at one of UBC's 150 partners in 44 countries on six continents. This approach has had great results. Beginning in 1996 with six students, the GRS program grew to 50 in 2000-01.

Continuously evaluated, the GRS program keeps in regular contact with the students throughout their program, using questionnaires and interviews upon their entry and completion. On the program Web site, UBC then uses this information to promote the benefits of international education to university communities in Canada and abroad, as well as to potential partners inside and outside of academia.

Contribution to Internationalization

GRS has shown itself to be a successful learner-centered approach to international education. Its features have been used as a model to develop options in other areas within the Faculty and in the applied sciences.

GRS graduates complete the program with international knowl-

edge, problem-solving skills, and a sense of their place as partners in creating a sustainable world. Returning from their international experience, they raise international awareness among the broader university community through their class participation and other presentations.

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Jury Comment

The jury was impressed with the program's unique integration of global education with applied science, a subject area that is often overlooked in international learning. Equally impressive is the program's interdisciplinary approach which uses existing internal linkages, such as UBC's wide range of international courses and the central Student Exchange Office, to provide international learning opportunities. The jury also recognizes that the GRS program offers a forward-looking model for UBC's widespread curriculum renewal, as every GRS student graduates with international experience.

★ The experiences I gained through my GRS degree definitely help me with my day-to-day work, as I often find myself applying ideas and principles that I learned from my employers abroad.

Ms. Terri Giacomazzi,
Graduate 2001

★ I am absolutely amazed when I think of where GRS grads are and what we're all doing, and I think one of the biggest impacts of the program is the transfer of all of the international and intercultural experience we have to those that we go on to work with afterwards.

Ms. Tina Buijs,
Graduate 2001.

HONOURABLE MENTION

McGill University's Integrated Common Law and Civil Law Program

Overview

Launched in 1999, McGill University's Integrated Common Law and Civil Law Program provides students with bachelor degrees in the Western world's two great legal traditions. Taught side-by-side, the study of civil and common law in both French and English is complemented by an international perspective.

Two important aspects of the McGill program's international approach are the student exchange program and the Human Rights Internships. The student exchange program is thriving; with 31 exchange agreements in place with law faculties all over the world, McGill law students can experience another legal and social context. The Human Rights Internships allow selected students to earn credit by interning for a non-governmental organization in developing countries such as Pakistan, Rwanda, Sri Lanka and Cambodia. They can apply their legal education in a concrete setting and develop a commitment to the defence of fundamental human rights. Graduates, equipped with degrees in both major legal traditions, are able to work in at least two languages and have experience working abroad.

Contribution to Internationalization

McGill's Faculty of Law has the highest proportion of international students at McGill University. Because international students can take courses outside their main area of study, they bring a global perspective to Canadian students in all disciplines, enriching and internationalizing their academic experience. By extension, the integrated approach to law, as well as the presence of students returning from working in other legal cultures and traditions, helps infuse the classroom with a multi-faceted perspective. Thanks to the integrated law program, faculty research and legal development projects have taken place all over the world, resulting in new ideas in the classroom and generating scholarship from an international perspective.

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Jury Comment

Jury members believed it was important to recognize this effort for its innovative approach to changing the fundamentals of legal teaching by integrating the civil and common law programs and thus preparing young lawyers to have a truly global perspective.

St. Francis Xavier University's Immersion Service Learning Program

Overview

This cross-disciplinary and experiential program has placed 185 students from 22 academic departments in short-term cultural immersion experiences in Jamaica, Mexico, Cuba, China, Granada, Romania and other countries. Through first-hand interaction with community leaders, institutional representatives and local populations, St. Francis Xavier undergraduates are immersed in environments of cross-cultural exchange, working in placements as varied as community health clinics, soup kitchens, reforestation projects and schools for special needs children. The Immersion Service Learning Program is a recipient of a \$1.07 million grant from the J.W. McConnell Family Foundation and is open to all students as either a volunteer experience or for credit.

Contribution to Internationalization

With strong emphasis on direct experience and interpersonal connections, students' post-trip evaluations report an increased sense of social responsibility and the desire to help others. A number of past participants have brought an international focus to their university studies, work, or volunteer commitments, often returning as leaders in campus organizations promoting international development and cross-cultural understanding,

such as WUSC and Development and Peace. Finally, the program has played a key role in forging international relationships between StFX and other universities and their students.

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Dalhousie University's International Fieldwork Education — Project India

Overview

For this project, Dalhousie Occupational Therapy students work in international teams to address rehabilitation challenges in India. In partnership with the University of Sydney in Australia and a multidisciplinary community-based rehabilitation project in India, each year two to three Dalhousie students travel to India to participate in community-based projects related to health, education and agriculture. Working alongside Australian students and India-based rehabilitation workers in urban and rural communities for four weeks, Dalhousie students actively participate in training

community development leaders, helping them train workers in smaller villages. In an innovative approach to promote the project, one group of participants captured the fieldwork placement on film. The students who made the film were able to analyze their own experiences, leading them to reflect as they studied — a valuable learning tool.

Contribution to Internationalization

Students returning from Project India are better prepared to live and work in the global society. Their experiences have been documented on film, providing Dalhousie with a lasting educational resource that is seen by potential applicants, other health professionals and the broader university community. They also contribute their written work and research materials to the School of Occupational Therapy's literature and resource library, which continues to grow and develop. The project has also encouraged more faculty members to add an international dimension to the curriculum.

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York University's Emerging Global Leaders' Retreat

Overview

York University's annual Global Leaders' Retreat is a forum where 50 international and domestic undergraduates meet over a weekend with a range of international relations experts to discuss globalization and the role of states, institutions, the private sector and civil society. With 38 percent of York's student population born outside Canada, the retreat encourages participants from different cultures to talk to each other and develop international leadership skills. Not limited to students studying in international affairs, this is a cost-effective approach to transform the experience of university students. The number of participants has grown from 35 to 50, who are selected from a university-wide competition that considers academic merit, extracurricular excellence and representational balance.

Contribution to Internationalization

The retreat urges individuals to consider their potential to create change when at university and in the international arena on graduation. Often academic leaders who are active in a wide range of campus organizations, participants carry ideas explored in the retreat into other areas of university life, such as campus media, student government and international student groups. With preference given

to second- and third-year students so they may share their experiences in their final years at university, York encourages these emerging leaders to think of leadership in global terms.

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experiences with their Chinese counterparts through the case method, an interactive teaching approach that analyzes real business situations. In its ninth year, the program is highly competitive with a rigorous application process. In China, the courses are oversubscribed, resulting in program expansions at Tsinghua University and more recently at the Shanghai Institute of Foreign Trade.

Contribution to Internationalization

In this instance, business education is the vehicle for the exchange of ideas. Western students gain specific regional and discipline knowledge about one of the world's fastest growing economies and come to a greater understanding of China's culture and education system. As an educational tool, the program develops cross-cultural skills and coping abilities among Canadian students. It serves the growing need for business leaders who can both understand and appreciate Chinese culture and practices.

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McMaster University's Capacity Building Program in Higher Education

Overview

In the United Arab Emirates, where there are fewer opportunities for high quality education for female students, McMaster University has helped establish a new College of Health Sciences at the University of Sharjah in the areas of physiotherapy, nursing, health administration and environmental health. Canadian experts have helped to develop the physical infrastructure (basic and clinical laboratories), curricula and faculty recruitment strategies, all contributing to the graduation of the first class. From its modest beginnings in 1999, the college is now home to 35 faculty and over 350 students.

Contribution to Internationalization

A recent exchange of a United Arab Emirates student to McMaster involved Canadian students as peer mentors. Through this experience, Canadian students and faculty gained insight and knowledge into the customs, conduct and culture of the UAE, and more exchanges are being planned for Canadian and UAE students. From a faculty perspective, teaching University of Sharjah students has resulted in modified approaches to course material, instructional methods and

④ The University of Western Ontario's China Teaching Program at the Richard Ivey School of Business

Overview

Every year, eight students from the Richard Ivey School of Business at The University of Western Ontario teach a month-long elective to undergraduates at China's Tsinghua University's School of Economics and Management. Run by students, for students, the program challenges participants to develop teaching, planning and organizational skills in a milieu where differences in language and culture are significant. For example, second-year participants lead the recruitment and training of first-year participants. Western students learn and share

pedagogy, challenging McMaster professors to develop and adapt teaching skills. This international experience is having a direct impact in Canadian classrooms.

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Dixon, the Asian Studies Group, The faculty of law and the International Student Centre, this program brings together resources to achieve its objectives. To date, over 200 students have received awards ranging from \$500 to \$4,000, with the number of applicants rising to 150 in 2002. The percentage of University of Calgary students who now go abroad is more than double the national average for universities.

Contributions to Internationalization

Overall, the program provides a mechanism that builds internationalism into student experience. Students who have participated in a study abroad experience are expected to stay involved with the program through volunteerism in international campus events and clubs, presentations to their faculties and student communities, peer counselling and other international activities such as taking part in International Week and the Asia Studies Lecture Series. This ensures former participants share their experiences and knowledge with other students and the broader community.

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★ Most of the projects confirm the key role of Canada's universities as instruments of international development associations.

Fifteen years ago it was the private sector, corporate Canada and especially the major international consulting firms who were viewed as the first source of development reforms. The universities stand to be better positioned to mobilize local communities in Canada as well as the host country in pursuit of their own development priorities.

Chair

Mr. Robin Higham,
senior fellow,
Centre on Governance,
University of Ottawa

① The University of Calgary's International Studentship Awards Program

Overview

The University of Calgary recently completed a landmark curriculum re-design initiative which instituted internationalization of each undergraduate program as a priority and specified that every undergraduate degree has an international element. A key component of this internationalization process is the International Studentship Awards Program, which provides financial support for students to study abroad. With a broad funding base involving the International Centre Associates Program (an off-campus community donor group), the law firm of Macleod

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The University of British Columbia's St. John's College: Microcosm of the Global Community

Overview

Home to 160 students from 36 different countries, spanning the globe from Guatemala to Bhutan, St. John's College at UBC is a residential graduate community that unites students across the world into a kind of miniature United Nations. The college fosters a better understanding of international relations and research on global issues by encouraging dialogue and cultural awareness between residents from Canada and other parts of the world. Through lectures, invited speakers, seminars, workshops, social activities, performing arts and shared meals, the students create an intellectually and culturally diverse environment. Since the program's inception, competition for living at St. John's has steadily grown from the 150 applications received in 1998 to over 400 in 2001.

Contribution to Internationalization

Through special events such as an invited-speaker series and international dinners, the college's diverse student body imparts a sense of multiculturalism to the campus. In the day-to-day life of the university, the college plays a significant role, providing speakers, workshops, an international choir that sings in a dozen languages, and an internet magazine written by

residents. In these ways, the college is a catalyst for international exchange and knowledge-sharing on campus, helping Canadian students develop a global network of friends and colleagues.

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hands-on experience with local communities, students broaden their outlook on their field of study and learn to consider the complex dynamics surrounding resource use and conservation. This raises their awareness of the importance of the local context to environmental work.

Contributions to Internationalization

While the program was born with a strong biological focus, students from the arts and humanities now make up more than half of the participants. This has broadened the impact and visibility of the program as students share their experiences through classwork and presentations with a more diverse student population upon their return to McGill. Students report that the program has greatly enhanced their education, influenced their career ambitions and opened their eyes to a rich cultural and intellectual world. Six of 25 students from the class of 1999 are now working for organizations either in Panama or other Latin American countries. Finally, the program has become a model and inspiration for international programs at McGill, which is currently developing field semesters in Africa, Asia, and the Caribbean.

McGill University's Panama Field Studies Semester

Overview

This initiative at McGill University is an intensive four-month immersion in Latin American culture. Multidisciplinary classes, research project internships and field trips introduce McGill students to the issues raised by the biological and human environments of Panama. A joint venture between McGill and the Smithsonian Tropical Research Institute, 25 Canadian and 10 Panamanian university students are involved in both classroom work and field trips to the tropical rain forest, plantations, high-tech research laboratories and aboriginal villages. In addition, an internship-style research project matches students with Panamanian organizations. Through this

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Simon Fraser University's International Teacher Education Module

Overview

The International Teacher Education Module at Simon Fraser University combines local and international experience to give future teachers a better understanding of the relationship between educational theory and classroom practice. One of the few pre-service teacher education programs in Canada that incorporates a provincially approved international practicing teaching component for BC certification, ITEM is highlighted by a nine week stay in Mexico or Trinidad and Tobago. Students stay with host families or in student residences while abroad and participate in seminars and language and culture courses. Diversity, global education, English-as-an-additional language, multicultural and anti-racism education and intercultural communication are critical components of the program. Since 1996, almost 200 students have participated in ITEM; of these, 190 now have teaching certificates. Each year, more than 90 applications are submitted for 16 positions for both the Mexico and Trinidad and Tobago programs.

Contribution to Internationalization

In Canada's increasingly multicultural and diverse classrooms, a global perspective is especially important. The British Columbia College of Teachers

has approved field experience as an integral part of the program, affirming the positive effects international experience has at home. ITEM challenges students to construct new and meaningful ideas about how to live responsibly and thoughtfully as teachers in the global world, raising questions about identity, locally and globally. Participating faculty and students make presentations to the broader education community when they return. SFU students bring their international and intercultural experiences to their student teaching placements in Canada, where both pupils and teacher mentors benefit.

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 I was very impressed by the quality of the applications from large and small institutions. Their diversity presented a great challenge to the selectors who had to struggle heroically to make their final choices. It is clear that internationalization is alive and well among the universities of Canada.

The Hon. Peter Adams
Member of Parliament

 This competition to recognize excellence in internationalization has revealed the depth and creativity of approaches of Canadian universities. They expand horizons for students, transform curricula and contribute to recognition of Canadian values in the world.

Ms. Maureen O'Neil,
president,
International Development
Research Centre

University of Toronto International Summer Programs

Overview

Offering programs in Europe, the Middle East, the Asia Pacific region and Central America, the University of Toronto International Summer Programs have sent more than 4,100 students overseas since 1972. Students gain credit in programs that have field trips and courses tailored to the unique context of each region. Since 1999 there has been a 58 percent increase in participation. The program is delivered through Woodsworth College, which has a mandate to develop programming that gives students the opportunity to understand the complexities of the political, social and cultural structures of diverse international communities. One outstanding feature of the program is that students in financial need are given priority in terms of funding, as part of a goal to make the program as accessible as possible.

Contribution to Internationalization

The impact of the summer is most telling in the changed attitudes of students who demonstrate greater understanding, tolerance and appreciation for diversity on their return. The program has also been instrumental in the establishment of two international centres; the Siena/Toronto Centre in 1991, which has a mandate to promote cultural exchanges and scientific collaboration, and a new Canadian Universities' Centre in

Berlin, established in part to offer U of T students summer or year-long study abroad opportunities. These ensure not only the program's sustainability, but further internationalize the U of T through growing partnerships.

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run twice, each time with groups of 50 students.

University of Toronto at Scarborough's Prague-Toronto Theatre Project

Overview

A collaborative project with the Drama Group of the Visual and Performing Arts Programme of the University of Toronto at Scarborough, the Faculty of Alternative Theatre of the Academy of Dramatic Arts in Prague and the Studio Ypsilon Theatre of Prague, the PTTP brings student theatre groups together to present joint dramatic pieces to the public. The process involves visits of both Canadian and Czech drama groups to Prague and Toronto, the creation of bilingual theatre pieces, and a series of workshops that involve a sharing of approaches and ideas. This project has been so successful that the project has

Contribution to Internationalization

A unique and unprecedented kind of collaborative project in both its objectives and approach, the PTTP has infused the drama program at the UTSC with an international outlook by introducing new methods and perspectives from another culture. Not only have talented Canadian students been selected to perform and study with theatre groups in Prague, but a former Canadian participant has returned to UTSC to direct a production with the faculty's first-year students, demonstrating the program's sustainability as former participants share their skills and experiences. The success of the program is also spreading — the Czech and Canadian troupe was recently invited to perform at a neighboring Canadian university, sharing their work with the broader community. Finally, the successes of PTTP have been documented on video and DVD and are available to other educational institutions.

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The Emergency Support Program for Queen's University at Kingston's Study/Work/Travel Abroad Students

Overview

Bringing health and safety issues to the forefront of international experience, Queen's University at Kingston has developed a program that supports students who study, work or travel out-of-country. It also assists senior administrators, faculties and departments to develop and manage their exchange, internship and study/work/travel abroad trips. Offering support in such areas as departure orientation, re-entry and emergency contact information, the program is heavily used by the university community and continues to grow. When created in 1997, 375 students enrolled; by summer of 2002, this number grew to over 900.

Contribution to Internationalization

With minimal funding, the program has had a broad impact on the university community by encouraging Queen's students and faculty to participate in study/work/travel abroad programs and preparing them to assume responsibility for their own health and safety when they go abroad. The program also offers a model support system to other universities as Queen's program administrators provide training, advice and resources to other institutions that are

currently establishing similar programs.

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University of Saskatchewan Interdisciplinary Practicum in Niger, West Africa

Overview

In 2001, a group of seven University of Saskatchewan's nursing, physical therapy and education students worked together in a hands-on learning environment in Niger, West Africa. Sharing resources and skills, the interdisciplinary team worked with local communities to bring health assessment, education and immunizations to people with limited access to health care. This two-month program is the first initiative at the U of S to bring together teams of students from different disciplines and colleges for a common international health fieldwork experience. The program's in-depth orientation process is being used as a key resource in the development of an international orientation tool available university-wide for students going abroad.

 I was very impressed with the quality and variety of international activities in which universities and colleges are engaged. It has been gratifying to see how the scope of internationalization has broadened during the past decade, and how many people on campus — students, faculty, staff and administrators — are now involved.

Dr. Ken Ozmon
president emeritus
Saint Mary's University

 More and more, Canadian universities are participating in Canada's internationalization efforts, not only through their international research networks, but also by accelerating up the internationalization of all their activities. This year's Scotiabank-AUCC competition again demonstrates the progress and success of Canadian universities in their internationalization efforts.

Mr. Pierre Reid
special advisor to
the deputy minister,
Economic Development
Agency of Canada for the
Regions of Quebec

Contribution to Internationalization

Based on the practicum's experiences and outcomes, U of S's College of Nursing has instituted a standardized process for the development of international student experiences. Former participants have also developed a website to provide information about the experience to the university community. The success of the program and its high profile recruits new students to the field of nursing and boosts support for other international and interdisciplinary opportunities for students. The enthusiasm and appreciation for international options has enabled the College of Nursing to establish new partnerships overseas for future student internships and exchanges.

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Université du Québec à Montréal's International Commerce Internship in New York City

Overview

In order to succeed in the global economy, Canada's emerging business leaders need an entrepreneurial attitude and international perspective to work in a multicultural environment. Over the past four years, Université du Québec à Montréal's School of Management has offered an international commerce internship to Canadian and international undergraduates. Every year, more than 60 UQAM students from more than 20 countries travel to New York City to apply the theory and rules of business techniques learned in their courses. Working in multicultural teams, groups of five to seven students negotiate a mandate with Canadian companies (such as Skayla, a British Columbia fisheries business, Nadya Toto, a Quebec fashion designer and Dainty Foods from Ontario), which they then put into practice in the New York City market. UQAM's program is financially supported by a number of partners, including the Quebec Ministry of Industry and Commerce and the National Bank of Canada.

Contribution to Internationalization

The growing network of business partners involved and the many Canadian and foreign students who choose UQAM so that they can take part in this initiative are giving UQAM's School of Management a reputation for its international outlook. Combining Canadian and international students in teams enhances everyone's cross-cultural and business skills. Students have found their experience in the program has helped them get jobs overseas, especially with their sponsor companies following the completion of their internships. Cooperation with other universities is under consideration because of the program's success.

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Université Laval's International Profile Program

Overview

As part of a larger initiative to internationalize education, Université Laval has created a student mobility support program that is unique in North America. Laval's efforts to internationalize and transform the university are an important part of "International Profile", a program that promotes language skills and cross-cultural understanding. Funded in part by "Cap sur le Monde", a fundraising campaign launched in 2000 with a \$10 million target, the program aims to provide graduates with not only a solid academic background but also international and intercultural skills. The program is a key element of Laval's goal to send 20 percent of its students abroad each year.

Contribution to Internationalization

International Profile provides the university community with access to international experience through a significant presence of foreign students on campus, simplified and systematic student mobility programs, and reciprocity agreements to ensure ongoing exchanges. To date, more than 160 reciprocity agreements have been signed, including a growing number with English- and Spanish-language institutions, indicating broader cultural and linguistic opportunities for Laval students. Open to students in all faculties and departments, International Profile

was incorporated into one-third of undergraduate programs in its first year and more than half in its second year, thus helping make the policy of increased study abroad a reality.

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 Continued internationalization of our Canadian universities will help prepare today's graduates to become tomorrow's leaders and enhance Canada's competitiveness and prominence in the 21st century.

George Simson
vice-president,
Human Resources,
International Banking,
Scotiabank



CATEGORY 2

MAXIMIZING THE CONTRIBUTION OF RESEARCH TO INTERNATIONALIZATION



winner

University of Saskatchewan's International and Interdisciplinary Network for Study, Research and Training on Land Use

Overview

Over the past 20 years, the University of Saskatchewan's College of Agriculture has been engaged in education and training, institution building and research in Latin America, building scientific expertise and long-term partnerships to help farmers in Canada and abroad.

More recently, the university brought together students, scientists and technical personnel from Canada, Mexico, Brazil, Argentina and Venezuela to create a network that focuses on researching land quality under changing land use. Funding to establish the network was provided by the Inter-American Institute for Global Change Research, a body that links universities and research institutions throughout the Americas. Partner institutions

include the Universidad Nacional de La Pampa in Argentina, the Universidade Federal de Pernambuco in Brazil, the Universidad Autónoma de Yucatan in Mexico and the Instituto Venezolano de Investigaciones Científicas in Venezuela. By bringing together diverse partners and interests, this network links local farm and global concerns, farmer experience to scientific enquiry and community participatory learning to doctoral and post-doctoral programs.

The links between farmers' experience, development initiatives and applied research are integral to the program's success. One example of this working relationship is how project goals are established. Before arriving in Latin America, U of S undergraduates work directly

★ The experience of Canadian and Saskatchewan students doing fieldwork is imminently positive. Students learn to work in a context that is totally alien to them.

Dr. Holm Tiessen,
network coordinator

with Latin American project leaders to define their individual research projects. In this way, students' gain a deeper understanding of development processes, improve their communication skills and internationalize their education at an early stage of their program.

According to U of S professor Dr. Holm Tiessen, the network coordinator who has been involved with the university's development projects since 1985, the impact of the program on Canadian students has been overwhelmingly positive.

At the interface of science, education and societal dialogue, universities are ideally placed to address complex research and development problems. U of S successfully combines a university's educational and social responsibilities with its partners' research interests. The high quality of work created by Canadian students, as shown by two who recently graduated with distinction, has convinced partners of the program's value.

Contribution to Internationalization

Canadian researchers and students in partnership with Latin American counterparts have produced literature and data searches and field and laboratory experiments, and they have developed cross-cultural and teaching skills. The network has created an environment for student exchanges and education that extends beyond the academic field, facilitating research and the pursuit of shared goals.

U of S's network has reached a momentum where it can attract a range of multilateral funding

mechanisms, thus raising the profile of Canadian universities with donors, increasing their opportunities for internationalization and opening the door to further student exchanges. U of S offers a model for the integration of research and development projects into Canadian universities' internationalization strategies.

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Jury Comment

The jury was impressed with the network as an example of how partnerships can work at all levels of international cooperation. The jury also felt it was important to highlight that within these broad partnerships, U of S maintains a focus on the education of Canadian students. By providing opportunities for shared research and exchange within a collaborative and sustainable development project, young Canadians are gaining significant international education opportunities.

☆ Students return from their experiences abroad with an extremely respectable basis for their undergraduate theses.

The body of work that is created has convinced all involved that this program is very worthwhile.

Dr. Holm Tiessen,
network coordinator

Malaspina University College's Evaluation of the International Dimension of Higher Education

Overview

Internationalizing student experience takes place on many levels. At Malaspina University College in British Columbia, the university has undertaken a critical review and analysis to define, assess and enhance the quality of its internationalization efforts. Malaspina is the first Canadian institution to test-case the International Quality Review Process, an Organisation for Economic Co-operation and Development initiative. A review instrument and planning tool, the IQRP has involved faculty, staff, domestic and international students, and citizens of Nanaimo in the evaluation of Malaspina University College's internationalization activities.

Contribution to Internationalization

As a result of this research, Malaspina University College has created a group to review its curriculum, student exchanges and credited field schools to develop a formal plan for the internationalization of the curriculum across the institution. Malaspina University College's experience with the review process also provides university administrators across Canada with a model to assess the quality of their internationalization efforts.

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communities, creating solid institutional linkages that offer opportunities for students, fishers and faculty through research. From this, a model of effective partnership for profitable research and development activities has emerged.

Contribution to Internationalization

The expertise acquired through the development of sustainable fisheries has made UQAR a leader in oceanographic research. Scientific cooperation with Tunisia has provided a network for academic exchange and knowledge sharing, providing a pool of international resources for UQAR students and faculty alike. For students, these strong links with government and industry partners mean they can develop professional relationships with their supervisors and have the chance to jointly lead research projects in the Mediterranean.

Université du Québec à Rimouski's Marine Management and Sustainable Development Project

Overview

In Tunisia, where the fisheries sector plays a large role in the livelihoods of more than 100,000 families, the Université du Québec à Rimouski has been working with Tunisia's National Institute of Marine Science and Technology to train qualified scientists and professional shrimp fishers in the area of fisheries resource development and conservation. Undergraduate and graduate students at all levels, faculty from different disciplines, NGOs, industry specialists and government bodies have worked side by side to introduce a post-master's degree program in aquatic productions and ecosystems. Helping to train fishers in selective shrimp trawling, UQAR has established industry contacts for biotechnical developments and enhanced the financial self-sufficiency of INSTM. This scientific cooperation has touched the lives of two remote

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Mount Saint Vincent University's Community Partnerships and Women's Studies

Overview

Curriculum development at Mount Saint Vincent University does not take place in the Canadian context alone. This initiative — a CIDA-funded project within the University Partnerships in Cooperation and Development program — developed a women's studies curriculum through a series of collaborative workshops and locally based field work, bringing together specialists from Atlantic Canada, the Caribbean and Indonesia. Incorporating theory and practice, MSVU faculty worked with an international team to develop course curriculum and materials that provide women's studies students with skills to engage in research and community development projects with women in local communities. Bringing together academics and community workers in both North-South and South-South partnerships, 13 women's studies curriculum modules were produced. The new curriculum, available on internet or CD-ROM, will benefit a wide range of institutions and groups, ensuring a broad impact on students in Canada and abroad.

Contribution to Internationalization

The insight into the lives and reality of women in the three regions through the exchange of expertise and international perspectives contributed greatly to the internationalization of the women's studies curriculum at MSVU. As a result, MSVU students gain a clearer understanding of gender issues in other countries and how these are influenced by broader political, economic and social changes. Established partnerships between women's studies programs in Atlantic Canada universities and in two regions of the developing world were further solidified by this project.

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 Increasingly over the last decade we have seen institutions committing themselves to developing the international dimension of their campuses. This has resulted in the implementation of tremendously rich range of international activities from international field schools to international development projects. What is clear from a number of submissions in the 2002 Awards for Excellence is that these activities are becoming increasingly innovative but, more importantly, are being developed with careful consideration on how they enhance the teaching and learning experience within the classroom thereby impacting the broader student population and institution.

Christine Savage,
executive director,
British Columbia Centre for
International Education



CATEGORY 3

ENHANCING INTERNATIONALIZATION THROUGH SUPPORT FOR COMMUNITIES



winner

University of New Brunswick Saint John Campus: Chinese Culture Flourishes in Saint John

Overview

Known as the "Home of the Loyalist" or "Canada's Most Irish City", Saint John is not famous for its multiculturalism. The University of New Brunswick Saint John Campus, formally made up of 95 percent local residents, was one example of this homogeneity. This has changed over the last six years, thanks to UNB Saint John's commitment as part of its internationalization policy to reach out and welcome growing numbers of international students and integrate them into the campus and local community.

Currently, UNB Saint John's student body consists of 20 percent international students, 70 percent coming from China. Because of the large proportion of Chinese students, UNB Saint John has immersed itself in

Chinese culture, breaking down barriers and misconceptions through cultural exchange. Some examples include international potluck dinners and cultural talent shows which have drawn more than 350 people from the community, a Canadian-international student buddy system, and a family homestay program which matches Chinese students with 150 participating families. The creation of a Chinese student advisor position, as well as the recently established Chinese Students and Scholars Association, also provide opportunities for students to acquire a better understanding of the Chinese culture.

Students, Canadian and international, are instrumental in UNB Saint John's growing international outlook. For example, the new integrated soccer league initiated by international

★ The internationalization policy has changed the way the community looks at the university and the community outreach has equally served our internationalization efforts. We are now seen as a leader and expert on international issues.

Dr. Deborah MacLatchy
director,
international office

students brings together students of all nationalities. A Chinese student was also recently elected to the student council as vice-president social – a decidedly high-profile position on campus. Peter Donahue, international student advisor, says that this demonstrates an acceptance that Chinese or international students are integral to student life, that they understand students' issues and that they can represent the student body.

The campus has taken on – as international soccer and cricket teams, multi-ethnic campus radio programs and international film festival attest – a decidedly international flavour. This internationalization is felt in the classrooms as well. There are informal initiatives, such as the trend by business program professors to place students in project groups that have representatives from different countries. The university is also forming a faculty think tank that will broadly examine the issue of internationalizing curriculum.

Contribution to Internationalization

The university's outreach to its Chinese students and local community members has furthered its goal to raise awareness of different cultures in the classroom and through extracurricular events. In addition, UNB Saint John has numerous partnerships with various Chinese institutions, such as the Beijing Concord College of Sino-Canada, where Canadian students can study or do internships and where faculty can conduct lectures and are exposed to Chinese culture.

The rise in the number of international students at UNB Saint John has led the university to reach out to the community, relying on local services and goodwill of Saint John residents to welcome the international students. "The response", says Dr. Deborah MacLatchy, director of the international office, "has been overwhelming. Never underestimate the community and their willingness to embrace the students". Cultural events have in turn sparked an interest in Chinese culture on campus, including demand for a new introductory credit course in Mandarin. UNB Saint John's outreach to the community has also raised the profile of the university, which was recently named an advisor to a municipal Board of Trade.

Overall, the presence of Chinese students on campus and outreach to the community has fostered mutual learning and understanding. This has helped local students and Saint John residents develop a sensitivity towards other countries and cultures, preparing them to successfully live and work in a globalized world.

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Jury Comment

The jury was impressed by how UNB Saint John's initiatives to reach out to both the Chinese student population and the local Saint John community has served its internationalization goals. These initiatives reach far into the heart of the university and surrounding community, bringing different parts of the world to Saint John and creating a more culturally diverse campus. Students are supported in their efforts to share and educate each other about their respective cultures, with personal contact serving to erase misunderstanding and prejudice. UNB Saint John has succeeded in its mandate to promote internationalization efforts, both on campus and within the community.

HONOURABLE MENTION

★ York University's Linkage Project with the University of the Autonomous Regions of the Caribbean Coast of Nicaragua

Overview

What began as a five-year project in 1997, linking York University's Centre for Research in Latin America and the Caribbean and the University of the Autonomous Regions of the Caribbean Coast of Nicaragua, has led to the development of graduate and undergraduate courses and numerous outreach workshops delivered across the northern and southern regions of the Nicaraguan coast. These address community development, leadership education, human rights, indigenous issues and gender, environmental education and electoral rights. York has strengthened URACCAN's capacity to develop the region's human resources in the areas of poverty alleviation and sustainable development and helped diminish the region's present isolation by upgrading URACCAN's information and communication systems. To date, through the distance education programs developed and implemented through the project, 20 URACCAN faculty members have successfully completed York graduate degrees, giving them the tools to teach, to support other colleagues and to undertake further research and development projects in their region.

Contribution to Internationalization

Momentum created by the project has resulted in numerous spin-offs in other departments at York. For example, students outside of CERLAC have taken research internships in Nicaragua and travelled on their own initiative to work with existing partners. Completed graduate theses that focus on Nicaragua are part of the university's body of research, making greater resources available to York students and broadening the possibilities of study. York has also expanded faculty involvement in the program through the inclusion of professors and experts from other subject areas on each graduate thesis committee. Finally, promotion of the project, through newsletters, a Web site and lectures by York and visiting URACCAN faculty, has kept other students and faculty informed about issues in the region.

★ On campus, the project has expanded the interest in Central America generally and in Nicaragua in particular.

Dr. Harry Smaller,
project director.

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Jury Comment

Jury members believed it was important to recognize York University for its impressive initiative in building the capacity of its Nicaraguan partner institution, its innovative use of information technology and, most importantly, its broader impact at York, both in terms of enhancing development education and internationalizing graduate level courses.

★ Concordia University College of Alberta's Hantavirus Project in Paraguay

Overview

During three months in 2001, the Boqueron, a remote area of Paraguay, recorded 44 cases of the hantavirus pulmonary syndrome, the largest outbreak ever recorded anywhere in the world, and over 150 cases of HPS in five years. The Boqueron produces more than 60 percent of the country's milk products and over 500,000 head of cattle per year for slaughter.

Since 1999 Concordia University College of Alberta has been developing a response to this severe health problem by collaborating with the authorities to plan improvements to the diagnostic and research capacity at Loma Plata Hospital in the Boqueron and train local people to work in the planned facility. The result is a creative and dynamic collaboration between

Concordia University College, Health Canada, the Boqueron, Loma Plata Hospital, Hemisphere Engineering and Smith Carter Architects. This assembles the talents of industry, government and academia and provides Paraguay with a valuable first opportunity to work with a Canadian higher education institution. This project is an example of how a small institution can mobilize specific expertise to assist another country with a serious environmental health problem.

Contribution to Internationalization

Articles submitted to academic journals and wide attention within both Canadian and Paraguayan governments has raised the profile of the project as well as that of the Canadian academics who were involved. Concurrently, the project has inspired a think tank at Concordia University College of Alberta, broadened its traditional working relationships to include diverse sectors and initiated the development of a Spanish language program.

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University of Alberta's Graduate Nursing Education Program in Ghana

Overview

Helping Ghanaians live healthy, productive lives is one of the top five priorities identified by Ghana's national development plan. To help realize this goal, the University of Alberta and the University of Ghana teamed up to strengthen the capacity of nursing leadership in Ghana in the areas of nursing education, health services delivery, research, policy development and intersectoral collaboration. The result is the first thesis-based graduate nursing program in anglophone West Africa, now beginning its third year. Teaching the trainers and faculty in Ghana, co-supervising theses and undertaking graduate work abroad, U of A faculty and students are working with Ghanaians to help them develop their own health administration, policy and infrastructure.

Contribution to Internationalization

Through project activities, reciprocal visits and co-supervision of theses, U of A's university community has developed a broader understanding of health, social and political issues in West Africa. Participation in the program has also sparked interest in further research as well as scholarly collaboration with Ghanaian counterparts. Participants have also benefited at the personal level from close interaction in social and cultural

spheres, such as billeting Ghanaian project members with Canadian counterparts.

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The Mount Saint Vincent University Trinidad Project

Overview

The Mount Saint Vincent University Trinidad Project is an example of how universities can develop local capacity through educational improvement and change. Initiated as a consultation between a MSVU faculty member and the government of the Republic of Trinidad and Tobago, this project evolved to become a significant contributor to educational capacity-building in the region. To date, the project has resulted in the design and development of an entirely new core curriculum for secondary students that has positively affected hundreds of teachers and thousands of students in Trinidad and Tobago. Through the education and training of local partners and officials from the Trinidad Ministry of Education, MSVU project members have supported self-sufficiency and sustainable curriculum development, teacher education and educational

leadership. Expanding to include Nova Scotia teachers as trainers alongside MSVU staff, the project plays an integral role in shaping secondary education in Trinidad and Tobago.

Contribution to Internationalization

The Trinidad Project has internationalized the department of Education program at MSVU. The train-the-trainers model encourages Canadian faculty to reflect on different learning models and contexts, contributing to a rich variety of international experiences being brought into MSVU classrooms. Finally, the project has created ties between Canadian and Trinidad and Tobago community members and established strong links between educational bodies in both countries.

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Graduate Adult Education Program of Mount Saint Vincent University

Overview

Continuing Nova Scotia's historic linkage with Jamaica, Mount Saint Vincent University has partnered with the Jamaica Council

for Adult Education, a local grassroots organization, to deliver a program that supports an indigenous community facing numerous learning challenges. This fully accredited graduate degree in adult education, developed with Jamaican educators and activists, is delivered by MSVU staff to Jamaican students predominantly through educational workshops that are supplemented by email and Internet correspondence. Jamaican students also travel annually to Nova Scotia for a 10-day residential summer institute, a time of cross-cultural learning that introduces leading professors from around the world with participating Canadians and Jamaicans. Launched in 1998, the third cohort of students will graduate this fall, bringing the number of graduates to 80. Some of these graduates have already accepted positions in areas that can affect educational change.

Contribution to Internationalization

Canadian-Jamaican linkages have emerged from the project, such as research and publication networks that allow MSVU staff to share their new knowledge with Canadian students in Nova Scotia and with the broader university community. Overcoming technological difficulties to deliver the distance education program has increased understanding of the daily realities of Jamaican culture, internationalized the outlook of MSVU staff and expanded their experience of development processes.

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University of Toronto: Strengthening International Capacity in Family Health

Overview

Over the past nine years, the University of Toronto's department of family and community medicine has developed an international family health program. The department works in partnership with municipal governments, health care services and the private sector to offer train-the-trainer courses in Portuguese and Spanish for primary health care teams in Latin America. To date, more than 3,000 Brazilian and 40 Chilean health care professionals have benefited from this training, a result that has long-reaching and sustainable impact. Building on this success, the department has also developed partnerships with various health, academic and development organizations, such as the

International Society for Equity in Health, the Rockefeller Foundation and the Pan American Health Organization, to share resources and ensure continued support for the program. One outcome of these partnerships is the opportunity for Canadian undergraduate and postgraduate students to do a family health practicum and summer studies programs in Latin America. Students live with local families and undertake training in family health and health services in the shanty-towns where the programs are delivered.

Contribution to Internationalization

Opportunities to study and work in Latin America have deepened U of T students' understanding of primary health care and the challenges of development work. Other Canadian students also benefit from working alongside Latin American exchange students who bring their own cultural perspective and knowledge of local health systems when studying at U of T. Overall, the program has brought an international dimension to the teaching, research and networking of the department, and has become one of the top priorities of the faculty of medicine's internationalization efforts.

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Simon Fraser University: Women, Poverty and Education in Mexico

Overview

Recognizing the barriers that prevent women's access to educational opportunities, Simon Fraser University has created a project that facilitates the entry of women living in poverty to higher education. A CIDA-funded project within the University Partnerships in Cooperation and Development program that began in March 2001, the initiative focuses on developing and delivering course content in ways that are appropriate to the lives and learning styles of Mexican women. In partnership with Universidad Iberoamericana in Tijuana, SFU is working to create a bridging process between basic and higher education by giving *promotoras* (Latin American women who play an integral role in the grassroots community development movement) the methodological tools to advance their activities within their communities. This is a multi-level, community-based program that links Canadian and Mexican non-governmental organizations, integrates development education programs and provides the opportunity for long-term local capacity-building through education.

Contribution to Internationalization

SFU and UIAN recognize that through linkages among universities, NGOs and Mexican and Canadian communities,

individuals can transcend borders and work in solidarity to solve common problems. Although still in its early stages, the program is expected to contribute to the internationalization of SFU students and faculty through future field schools and community exchanges and to incorporate the themes and lessons learned into research, studies and teaching.

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Université de Sherbrooke's Continuing Education Program for Colombia's Rural Cooperatives

Overview

The Université de Sherbrooke and the Rural Studies Institute of Colombia's Pontificia Universidad Javeriana have been working together since 1994 to strengthen the skills of rural cooperative members to improve their ability to meet development challenges. The result has been the implementation of a continuing education program for rural communities. Delivered with the participation of cooperative leaders, project members and the general public, more than 1,700 people have participated

in training workshops, international seminars and numerous exchanges between Colombian and Canadian cooperatives.

Through these exchanges a university intervention method, which incorporated development experience from other countries with ongoing research by rural cooperatives, was developed and disseminated in several universities in the Americas. The project has helped consolidate a network of 21 universities that deliver a training program on cooperatives and voluntary associations, an impressive resource for knowledge-sharing that promises great sustainability.

Contribution to Internationalization

This program has helped to promote the outstanding local cooperative development models currently in use in Colombia to Canadian professors, students and cooperative members. The Université de Sherbrooke's participation in the network of universities in the Americas studying cooperatives and associations has provided unique opportunities for its professors to incorporate an international dimension to their teaching and research. Ongoing exchanges also enable Canadian professors to incorporate international and intercultural content into their courses.

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University of New Brunswick's Bhutan Project

Overview

Since 1985, the University of New Brunswick's faculty of education has been involved in strengthening basic education in Bhutan. This historic connection has included scholarships and work internships for Bhutanese educators to study or work in Canada as well as in-country consultation and training programs in areas as diverse as social studies, English, art, children's literature, counselling and career development. These connections have led to a number of new initiatives involving UNB and public-sector partners in New Brunswick and the Royal Government of Bhutan. The next phase of UNB-Bhutan collaboration, a CIDA-funded project within the University Partnerships in Cooperation and Development program, focuses on the development and use of information technology infrastructure and skills to advance basic education, health education and school-to-work transitions.

Contribution to internationalization

Over the past fifteen years, Bhutanese students have formed the largest body of international students in the faculty, greatly enriching the experience of Canadian students and professors. In addition to the 10 Bhutanese currently studying at UNB and the 29 who have completed UNB degrees, several UNB faculty members

have also worked in Bhutan, enriching their academic and professional experience.

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Saskatchewan Indian Federated College's International Indigenous Development and Education Project

Overview

This CIDA-funded project within the University Partnerships in Cooperation and Development program links two communities in Canada and Chiapas. Still in its early stages, the program advances the higher education needs of indigenous people through the development of postsecondary degrees in indigenous studies, development and education. Partnered with the Universidad Autonoma de Chiapas, Saskatchewan Indian Federated College faculty have helped establish a bachelor of management and indigenous self-development and a master's of indigenous education in Chiapas. Two years into the program, the anticipated number of graduates has been surpassed,

exceeding project expectations. The successes of the new programs have led to discussions concerning the creation of a postgraduate specialization in international indigenous studies, marking a shift from studies about indigenous communities to studies on how to manage resources so that development is possible.

Contribution to Internationalization

Working jointly with UNACH to develop the programs, SIFC faculty have benefited from a growing understanding of other indigenous communities and the enriching experience of strengthening relations. One key result of the project is planning for the creation and implementation of a specialization in international indigenous studies at SIFC which will deepen the ties with the Chiapas community, and involve SIFC students directly in studies that have an international perspective.

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Queen's University at Kingston's Family Medicine Development Program in Bosnia and Herzegovina

Overview

For more than seven years, Queen's University at Kingston has contributed humanitarian and technical assistance to war-torn Bosnia and Herzegovina. Through policy development, undergraduate medical education, postgraduate (residency) training and faculty development, Queen's has fostered a "health as a bridge to peace" approach to the region's regeneration. The first in the health sector to implement a set of common activities between three main national groups (Croat, Serb and Bosnian Muslim), Queen's has been instrumental in fostering a united vision of health care reform in Bosnia and Herzegovina. Some significant results include the drafting of strategic plans for primary health care reform for both governments of Bosnia and Herzegovina, the establishment of departments of family medicine at all four universities, the creation of 21 family medicine teaching centers and satellites, and the successful graduation of the first 60 family medicine specialists in Bosnia and Herzegovina.

Contribution to Internationalization

This program has involved a large number of Queen's educators as well as other family medicine departments in Canada. Seminars, workshops, practical teaching and mentoring, all services in training, have raised the profile of Queen's international mandate among the international health community. To date, more than 80 study visits have been arranged, bringing groups representing a cross-culture of ethnic backgrounds to the Kingston campus. These visits have diversified Queen's campus experience, deepening faculty and student understanding of current health practices and culture in Bosnia and Herzegovina.

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